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**Team Workplace Pressures Risk Assessment Tool**

The Workplace Team Risk Assessment Tool provides a structure for managers to explore work pressures within their teams. It is designed as a proactive tool to:

* Take a wider look at the team and identify areas that could be of concern (areas of excessivepressure or other difficulties)
* Enable managers to identify foreseeable risks to the team
* Implement a proactive action plan

The Workplace Team Risk Assessment Tool is based on the [HSE Management Standards](http://www.hse.gov.uk/stress/standards/). Six key areas of work are identified that, if not properly managed, are associated with work-related stress. Stress is defined as an adverse reaction to excessive pressure (HSE). It is not in itself a medical condition, but if not managed, it can result in illness and sickness absence. Managers should also refer to the University’s [Managing Mental Wellbeing and Stress at Work Standard](https://www.exeter.ac.uk/staff/wellbeing/safety/guidance/managingmentalhealthandstress/).

Risk assessment is management responsibility but managers should involve the team in this process, to ensure that team members are able to convey their perceptions of work pressures and help to identify workable solutions.

**PART 1 – Risk Assessment**

Consider how each of the 6 key areas are currently impacting on your team. Work through the boxes below, considering the questions in each area, note your observations and then consider the possible impact on wellbeing of team members (traffic light system).

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| **DEMANDS**  Do the people in your team believe that:   * the University provides them with adequate and achievable demands in relation to their working hours; * their skills and abilities are matched to the job demands; * they feel empowered to use their full skills and potential abilities at work in day to day tasks; * they are able to achieve a sense of work-life balance; * if they express concerns about the demands of their role or their work environment, they are taken seriously by their manager. | **Comments:** | **Enabling wellbeing** |
| **Neutral** |
| **Could impact wellbeing** |
| **Is reducing wellbeing** |
| **CONTROL** Do the people in your team believe that:   * the University encourages them to use their skills and initiative to perform their role; * they have some control over their pace of work; * they feel empowered to plan and prioritise their work; * they are consulted over their work timetable and have a say about when they take breaks; * they are able to express their ideas and points of view; * they are able to raise any concerns they have about the level of control at work. | **Comments:** | **Enabling wellbeing** |
| **Neutral** |
| **Could impact wellbeing** |
| **Is reducing wellbeing** |
| **SUPPORT**  Do the people in your team believe that:   * the University has policies and procedures to adequately support them and they know how to access these; * they feel supported by their line-manager and colleagues, and are able to reciprocate; * they have regular supervision meetings and appraisals with their line-manager; * they are aware of the University’s wellbeing facilities and have the flexibility in their work arrangements to use them; * they have adequate resources to undertake their job to the required standard. | **Comments:** | **Enabling wellbeing** |
| **Neutral** |
| **Could impact wellbeing** |
| **Is reducing wellbeing** |

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| **WORKING RELATIONSHIPS**  Do the people in your team believe that:   * there is a supportive team atmosphere and that dynamics between team members are good; * the University promotes positive behaviours at work to avoid conflict and ensure fairness in the workplace; * the University has policies and procedures to prevent or resolve unacceptable behaviour; * managers deal appropriately with reports of unacceptable behaviour. | **Comments:** | **Enabling wellbeing** |
| **Neutral** |
| **Could impact wellbeing** |
| **Is reducing wellbeing** |
| **ROLE** Do the people in your team believe that:   * their job role adequately reflects their current job description; * the University ensures that the different requirements it places upon them are clear, and that these are compatible with their role; * they know the standards they have to meet in their job and what they are expected to achieve; * there are adequate opportunities to raise concerns about any uncertainties or conflicts concerning their role and responsibilities. | **Comments:** | **Enabling wellbeing** |
| **Neutral** |
| **Could impact wellbeing** |
| **Is reducing wellbeing** |

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| **CHANGE**  Do the people in your team believe that:   * the University consults them regarding proposed changes and provides an opportunity for open discussion about the change; * they are kept updated about the change in a timely manner; * they are given training and support to manage any changes with their role; * when the change occurs, they feel suitably equipped to deal with it. | | **Comments:** | | | **Enabling wellbeing** |
| **Neutral** |
| **Could impact wellbeing** |
| **Is reducing wellbeing** |
| **Completed by (manager)** | **On behalf of (team)** | | **Date** | **Review date** | |
|  |  | |  |  | |

**PART 2: Action Plan**

From your risk assessment, note positive aspects to work from and current challenges for the team. Then decide what actions are required, by whom and in what timescale.

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| **6 key areas** | **Positives to work from** | **Current challenges in this area** | **Summary of action – by whom and when** |
| **Demands** |  |  |  |
| **Control** |  |  |  |
| **Support** |  |  |  |
| **Working relationships** |  |  |  |
| **Role** |  |  |  |
| **Change** |  |  |  |

**Summary Action Plan**

You can use this section to consider higher and lower priority areas for action and areas where you have little or no direct influence, where you need to consider measures to buffer potential negative impacts.

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| **Factors we need to influence urgently** | **Action to be taken** |
|  |  |
| **Factors we need to influence in due course** | **Action to be taken** |
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| **Factors causing pressure that we cannot directly influence** | **Action to be taken to buffer the negative impact of these** |
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